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ABSTRACT

Presented is the sixth of 12 instructional kits, on psychological and physiological assessment techniques, for a performance based teacher education program which was developed by Project CHILD, a research effort to validate identification, intervention, and teacher education programs for language handicapped children. Included in the kit are directions for preassessment tasks for six performance objectives, a listing of the performance objectives (such as administering, scoring, and interpreting two batteries of tests), instructions for five learning experiences (such as studying test manuals and practicing test administration), a checklist for self-evaluation for each of the performance objectives, and guidelines for proficiency assessment of each objective. (DB)

ED100115

PROJECT CHILD

# Ten Kit 6

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TEN KIT 6

TITLE: Psychological and Physiological Assessment Techniques

APPROXIMATE TIME TO COMPLETE: 40 Hours

MATERIALS TO PURCHASE: None

INTRODUCTION:

The Psychological and Physiological Assessment Kit was developed to acquaint the student with psychological instruments and medical techniques utilized in the mental and physical evaluation of LD children. Upon completion of this kit the student should be better able to understand and interpret test results in terms of practical teaching procedures for individual LD children.



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PREASSESSMENT

Each package in this curriculum is initiated with a measure of the learner's knowledge and skills pertinent to that package. This is referred to as pre-assessment and is designed to determine your proficiency in each of the objectives established for the package. Depending upon the levels of behavior required by the objectives, preassessment may range from a matching quiz, through an interview with the instructor, to analysis of a video-taped classroom situation.

You should read the performance objectives stated for this kit and decide whether you feel proficient in any of the behaviors required. It is your option to request preassessment on each of the objectives in which you feel you are already proficient. For each objective there is a preassessment exercise, allowing the instructor to determine precisely which learning experiences you should complete. For example, if six objectives are prescribed for the kit and you request the preassessment exercises on four of the objectives, you will be required to complete the learning experiences for the two objectives in which you did not request preassessment. For the four objectives on which you requested preassessment, you will be required to complete only those learning experiences for the objectives on which you did not meet the proficiency required.

# TEN KIT 6

## Psychological and Physiological Assessment Techniques

### PREASSESSMENT

### Performance Objective 1

The student will perform at the 90 percent level of proficiency on a test requiring the matching of subtest names with descriptions on what the subtests of the Wechsler Intelligence Scale for Children (WISC) measures.

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# TEN KIT 6

## Psychological and Physiological Assessment Techniques

### PREASSESSMENT

Performance Objective 1 — Matching Test Over the WISC

Name _____ Date _____

Write the number of the WISC subtest in the blank beside the description of what the subtest measures.

1. Object assembly ____ measures the child's visual-motor dexterity and pencil manipulation skills

2. Similarities ____ measures the child's knowledge of familiar objects and his ability to visually discriminate between essential and non-essential characteristics

3. Arithmetic ____ measures the child's ability to use, in socially acceptable ways, the general information he has obtained from his environment. It is a measure of common sense, judgment, reasoning and verbal expression.

4. Information ____ measures the child's ability to perceive, analyze, synthesize, and reproduce abstract designs. Visual-motor coordination is also involved in performing on this subtest.

5. Comprehension ____ measures the child's ability to see basic, essential relationships between the ideas and facts he has obtained from his environment

6. Block Design ____ measures the child's ability to arrange socially orientated pictures into a logical sequence

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TEN KIT 6, Psychological and Physiological Assessment Techniques, Preassessment, Performance Objective 1

| | | |
|---|---|---|
| 7. | Coding | ____ measures the child's visual perception and ability to synthesize concrete visual forms. Success on this subtest requires anticipation of part-whole relationships. |
| 8. | Picture Arrangement | ____ measures immediate auditory recall and attention span |
| 9. | Picture Completion | ____ is probably one of the best individual measures of general intelligence. It reflects a child's level of education and environment. It measures abstract thinking, ability to learn, fund of information, and language development. |
| 10. | Digit Span | ____ measures a child's general fund of information abstracted from his environment |
| 11. | Vocabulary | ____ measures the child's cognitive development through his manipulation of numbers and numerical operations |

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# TEN KIT 6

## Psychological and Physiological Assessment Techniques

### PREASSESSMENT

Performance Objective 1 — Matching Test Over the WISC

Write the number of the WISC subtest in the blank beside the description of what the subtest measures.

| | | |
|---|---|---|
| 1. Object Assembly | 7 | measures the child's visual-motor dexterity and pencil manipulation skills |
| 2. Similarities | 9 | measures the child's knowledge of familiar objects and his ability to visually discriminate between essential and non-essential characteristics |
| 3. Arithmetic | 5 | measures the child's ability to use, in socially acceptable ways, the general information he has obtained from his environment. It is a measure of common sense, judgment, reasoning and verbal expression. |
| 4. Information | 6 | measures the child's ability to perceive, analyze, synthesize and reproduce abstract designs. Visual-motor coordination is also involved in performing on this subtest. |
| 5. Comprehension | 2 | measures the child's ability to understand basic, essential relationships between the ideas and facts he has obtained from his environment |
| 6. Block Design | 8 | measures the child's ability to arrange socially orientated pictures into a logical sequence |
| 7. Coding | 1 | measures the child's visual perception and ability to synthesize concrete visual forms. Success on this subtest requires anticipation of part-whole relationships. |
| 8. Picture Arrangement | 10 | measures immediate auditory recall and attention span |

| | | |
|---|---|---|
| 9. Picture Completion | 11 | is probably one of the best individual measures of general intelligence. It reflects a child's level of education and environment. It measures abstract thinking, ability to learn, fund of information, and language development. |
| 10. Digit Span | 4 | measures a child's general fund of information abstracted from his environment |
| 11. Vocabulary | 3 | measures the child's cognitive development through his manipulation of numbers and numerical operations |

TEN KIT 6

## Psychological and Physiological Assessment Techniques

### PREASSESSMENT

#### Performance Objective 2

The student will perform at the 90 percent level of proficiency on a test requiring the matching of the subtest names of the Illinois Test of Psycholinguistic Abilities (ITPA) with descriptions of what the subtest measures.

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TEN KIT 6

Psychological and Physiological Assessment Techniques

PREASSESSMENT

Performance Objective 2 Matching Test for the ITPA

Name _____ Date _____

Write the number of the ITPA subtest in the blank beside the description of what the subtest measures.

1. Manual Expression ____ measures the child's ability to understand and derive meaning from what is seen--symbols, written words, pictures

2. Sound Blending ____ measures the child's ability to synthesize the separate parts of a word into an integrated whole

3. Verbal Expression ____ measures the child's ability to understand and derive meaning from verbally presented material

4. Visual-motor Association ____ measures the child's ability to recall and accurately reproduce a sequence of nonmeaningful visual stimuli

5. Auditory-vocal Association ____ measures the child's ability to perceive the whole picture from an incomplete visual presentation

6. Visual Sequential Memory ____ measures the child's ability to develop automatic habits for handling syntax and grammar inflections

7. Grammatic Closure ____ measures the child's ability to relate and organize visual symbols in a meaningful way

| | |
|---|---|
| 8. Visual Closure | ____measures the child's ability to remember and accurately repeat a sequence of nonmeaningful auditory stimuli |
| 9. Auditory Closure | ____measures the child's ability to express his own concepts verbally |
| 10. Auditory Reception | ____measures the child's ability to express ideas in meaningful gestures |
| 11. Visual Reception | ____measures the child's ability to relate and organize spoken words or concepts in a meaningful way |
| 12. Auditory Sequential Memory | ____measures the child's ability to produce a complete word from an incomplete auditory presentation |

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TEN KIT 6

Psychological and Physiological Assessment Techniques

PREASSESSMENT

Performance Objective 2 Matching Test for the ITPA

Write the number of the ITPA subtest in the blank beside the description of what the subtest measures.

| | | |
|---|---|---|
| 1. Manual Expression | 11 | measures the child's ability to understand and derive meaning from what is seen--symbols, written words, pictures |
| 2. Sound Blending | 2 | measures the child's ability to synthesize the separate parts of a word into an integrated whole |
| 3. Verbal Expression | 10 | measures the child's ability to understand and derive meaning from verbally presented material |
| 4. Visual-motor Association | 6 | measures the child's ability to recall and accurately reproduce a sequence of nonmeaningful visual stimuli |
| 5. Auditory-vocal Association | 8 | measures the child's ability to perceive the whole picture from an incomplete visual presentation |
| 6. Visual Sequential Memory | 7 | measures the child's ability to develop automatic habits for handling syntax and grammatic inflections |
| 7. Grammatic Closure | 4 | measures the child's ability to relate and organize visual symbols in a meaningful way |

TEN KIT 6, Psychological and Physiological Assessment Techniques, Preassessment, Performance Objective 2

| | | |
|---|---|---|
| 8. Visual Closure | 12 | measures the child's ability to remember and accurately repeat a sequence of non-meaningful auditory stimuli |
| 9. Auditory Closure | 3 | measures the child's ability to express his own concepts verbally |
| 10. Auditory Reception | 1 | measures the child's ability to express ideas in meaningful gestures |
| 11. Visual Reception | 5 | measures the child's ability to relate and organize spoken words or concepts in a meaningful way |
| 12. Auditory Sequential Memory | 9 | measures the child's ability to produce a complete word from an incomplete auditory presentation |

TEN KIT 6

## Psychological and Physiological Assessment Techniques

### PREASSESSMENT

### Performance Objective 3

The student will perform at the 90 percent level of proficiency on a test requiring the matching of specific areas of the cerebral cortex with specific types of agnosia and aphasia and tests of agnosia, apraxia, and aphasia with the method of their performance.

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TEN KIT 6

Psychological and Physiological Assessment Techniques

PREASSESSMENT

Performance Objective 3 Matching Test

Name _____ Date _____

A. Match the four types of agnosia listed below to the four cerebral areas affected in each type of agnosia by writing the correct number in the blank:

| Type of Agnosia | Affected Cerebral Area |
|---|---|
| 1. visual | ____ occipital lobe |
| 2. tactile | ____ temporal lobe (lateral and superior portions) |
| 3. auditory | ____ parietal lobe |
| 4. body parts and relationships | ____ parietal lobe (postero-inferior regions) |

B. Match the four types of aphasia listed below to the four brain areas involved by writing the correct number in the blank:

| Type of Aphasia | Brain Area Involved |
|---|---|
| 1. auditory-receptive | ____ posterior frontal area |
| 2. visual-receptive | ____ inferior posterior frontal areas |
| 3. expressive speaking | ____ parieto-occipital area |
| 4. expressive writing | ____ temporal lobe |

C. Match the test for agnosia, apraxia, and aphasia listed below to the description of how they are performed by filling in the blanks with the correct numbers:

| Test For | How Performed |
|---|---|
| 1. Visual object recognition | ____ Ask the patient to identify familiar sounds with his eyes closed. |
| 2. Motor speech | ____ Can the patient identify left and right and body parts? |

| | | |
|---|---|---|
| 3. | Volitional speech | _____ Ask the patient to identify familiar objects such as a pencil or paper clip visually. |
| 4. | Automatic speech | _____ Ask the patient to verbally reproduce sounds and phrases such as "ba-ba," "I like to read" and increasingly difficult ones. Observe his conversation for abnormal word usage. |
| 5. | Writing | _____ Is the patient able to answer questions appropriately? |
| 6. | Sound recognition | _____ Can the patient answer questions and carry out instructions? |
| 7. | Recognition of body parts and sidedness | _____ Can he perform motor acts such as using a pencil, closing a safety pin, etc.? |
| 8. | Auditory-verbal comprehension | _____ Ask the patient to read a few sentences and explain what he has read. If he cannot talk, write out instructions for him to carry out. |
| 9. | Performance of skilled motor acts | _____ Ask him to repeat familiar series such as days of the week, seasons, or months. |
| 10. | Visual-verbal comprehension | _____ Ask the patient to write his own name and address, telephone number, and a simple sentence. Then ask him to write the name of an object with his eyes open and with his eyes closed. |

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TEN KIT 6

## Psychological and Physiological Assessment Techniques

### PREASSESSMENT

Performance Objective 3 — Matching Test

A. Match the four types of agnosia listed below to the four cerebral areas affected in each type of agnosia by writing the correct number in the blank:

| Type of Agnosia | Affected Cerebral Area |
|---|---|
| 1. visual | __1__ occipital lobe |
| 2. tactile | __3__ temporal lobe (lateral and superior portions) |
| 3. auditory | __2__ parietal lobe |
| 4. body parts and relationships | __4__ parietal lobe (postero-inferior regions) |

B. Match the four types of aphasia listed below to the four brain areas involved by writing the correct number in the blank:

| Type of Aphasia | Brain Area Involved |
|---|---|
| 1. auditory-receptive | __4__ posterior frontal area |
| 2. visual-receptive | __3__ inferior posterior frontal areas |
| 3. expressive speaking | __2__ parieto-occipital area |
| 4. expressive writing | __1__ temporal lobe |

C. Match the test for agnosia, apraxia, and aphasia listed below to the description of how they are performed by filling in blanks with the correct numbers:

| Test For | How Performed |
|---|---|
| 1. Visual object recognition | __6__ Ask the patient to identify familiar sounds with his eyes closed. |
| 2. Motor speech | __7__ Can the patient identify left and right and body parts? |

TEN KIT 6, Psychological and Physiological Assessment Techniques,
Preassessment, Performance Objective 3

| | | |
|---|---|---|
| 3. Volitional speech | 1 | Ask the patient to identify familiar objects such as a pencil or paper clip visually. |
| 4. Automatic speech | 2 | Ask the patient to verbally reproduce sounds and phrases such as "ba-ba," "I like to read" and increasingly difficult ones. Observe his conversation for abnormal word usage. |
| 5. Writing | 3 | Is the patient able to answer questions appropriately? |
| 6. Sound recognition | 8 | Can the patient answer questions and carry out instructions? |
| 7. Recognition of body parts and sidedness | 9 | Can he perform motor acts such as using a pencil, closing a safety pin, etc.? |
| 8. Auditory-verbal comprehension | 10 | Ask the patient to read a few sentences and explain what he has read. If he cannot talk, write out instructions for him to carry out. |
| 9. Performance of skilled motor acts | 4 | Ask him to repeat familiar series such as days of the week, seasons, or months. |
| 10. Visual-verbal comprehension | 5 | Ask the patient to write his own name and address, telephone number, and a simple sentence. Then ask him to write the name of an object with his eyes open and with his eyes closed. |

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TEN KIT 6

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Psychological and Physiological Assessment Techniques

PREASSESSMENT

Performance Objective 4

The student will administer and score one battery of tests including a WISC, Beery Test of Visual Motor Integration, revised ITPA, and Wide Range Achievement Test at the 90 percent level of proficiency in the scoring of the individual tests. Each of these tests, test forms, and a stop watch will be checked out from the teacher supervisor. Obtaining test subjects will be the responsibility of the student. Once the tests have been administered and scored, they should be transmitted to the teacher supervisor.

**

# TEN KIT 6

## Psychological and Physiological Assessment Techniques

### PREASSESSMENT

### Performance Objective 4

The student's report should be evaluated on the basis of the administration and scoring of the WISC, ITPA, Beery Test of Visual Motor Integration, and Wide Range Achievement Test using the individual manuals for each test. The teacher supervisor should refer to these individual manuals for correct methods of administration and scoring.

On the WISC the teacher supervisor can evaluate on the basis of the 10 subtests plus Digit Span, Performance Scale Score, Verbal Scale Score, and Full Scale Score. Thus, each of these scores will be worth 7 points in determining proficiency.

On the ITPA the 12 subtests, the Child's Mean Scaled Score, and Psycholinguistic Age should be evaluated with each being worth 7 points.

On the Wide Range Achievement Test the student should be evaluated on the correct scoring in arithmetic, spelling, and reading of grade level, scaled score, and percentile. Thus, each of these nine scores will be worth ten points.

On the Beery Developmental Test of Visual-Motor Integration the student's correct scoring of each design, calculation of the subject's exact age in years and months, correct VMI Raw Score, and correct VMI Age Equivalent will be used to determine proficiency. For example, if the subject draws 7 designs before reaching a ceiling, then these 7 designs, age, VMI Raw Score, and VMI Age Equivalent will each be worth 10 points. The more designs the subject draws and the student correctly scores, the less the number of points each will be worth.

# TEN KIT 6

## Psychological and Physiological Assessment Techniques

### PREASSESSMENT

#### Performance Objective 5

The student will check out a psychological evaluation of an LD child from the teacher supervisor and write an analysis of the report including the following:

a. Valid and invalid test data and interpretations

b. False assumptions

Once the analysis of the report has been completed, it should be submitted to the teacher supervisor for evaluation.

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Psychological and Physiological Assessment Techniques

PREASSESSMENT

Performance Objective 5

1. The student should identify the following errors in the raw data (WISC Record Form) at the 90 percent level of proficiency:

   a. Birthdate computed wrong

   b. Digit Span raw score incorrectly transferred (4 instead of 8)

   c. Information raw score 12 rather than 11

   d. Vocabulary numbers 10, 12, 18 incorrectly scored, and number 24 should not be included as 5 errors have been made. Correct score is 24.

   e. Picture Completion should be 10 because 5 errors were made before number 7.

   f. Picture Arrangement number 6 is correct; therefore, examiner should have continued.

   g. Correct Verbal Scale Score should be 87 rather than 77.

   h. Correct Performance Scale Score should be 100 rather than 96.

   i. Full Scale Score should be 93 rather than 85

2. The student should identify the following errors in the report of the WISC at the 90 percent level of proficiency:

   a. Variability is extreme--not slight--between verbal subtests.

   b. Judgment and informational resources established weaknesses.

   c. Vocabulary and Similarities were severely rather than slightly depressed.

d. Skill on Block Design was not limited.

e. Errors of 4 1/2 years M. A. should be 14 1/2.

f. All summarizing conclusions were incorrect.

NOTE: Each of the identified errors is worth 5 points; therefore, missing more than two errors will lower proficiency below the 90 percent requirement. If the student fails to perform at the 90 percent level of proficiency, he should proceed to the appropriate learning experiences.

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Psychological and Physiological Assessment Techniques

PREASSESSMENT

Performance Objective 6

(The student should not be allowed to take this Preassessment unless he has successfully completed the Preassessment for the other Performance Objectives for this kit.)

The student should describe in narrative form the advantages of having a psychological and physical evaluation of a child in educational planning to meet his individual needs.

NOTE: This is an affective objective and will not be used to assess proficiency level for this kit; however, the student will be required to develop the specified narrative and discuss it with his teacher supervisor.

TEN KIT 6

Psychological and Physiological Assessment Techniques

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PERFORMANCE OBJECTIVES

After completing the Psychological and Physiological Kit, the student will:

1. Demonstrate his knowledge of testing instruments by performing at the 90 percent level of proficiency on a test requiring the matching of the subtest names of the Wechsler Intelligence Scale for Children (WISC) with descriptions of what the subtest is measuring.

2. Demonstrate his knowledge of testing instruments by performing at the 90 percent level of proficiency on a test requiring the matching of the subtest names of the Illinois Test of Psycholinguistic Abilities (ITPA) with descriptions of what the subtest is measuring.

3. Demonstrate his knowledge of a neurological evaluation by performing at the 90 percent level of proficiency on a teacher made test requiring the matching of specific areas of the cerebral cortex with specific types of agnosia and aphasia and tests for agnosia, apraxia and aphasia with the method of their performance.

4. Apply his knowledge of testing instruments by administering, scoring, and interpreting two batteries of tests including a WISC, Beery Test of Visual Motor Integration, revised ITPA, and WRAT at a 90 percent level of accuracy in the scoring of the individual tests.

5. Analyze a psychological evaluation of an LD child by listing false assumptions and listing valid and invalid test data and interpretations at a 90 percent level of proficiency.

6. Respond by describing in narrative form the advantages of having a psychological and physical evaluation of a child in educational planning to meet his individual needs.

   NOTE: This is an affective objective and will not be used to assess proficiency level for this kit; however, the student will be required to develop the specified narrative and discuss it with his teacher supervisor.

# TEN KIT 6

## Psychological and Physiological Assessment Techniques

### LEARNING EXPERIENCE 1

1. Read the following references and observe the self evaluation suggestions. (Performance Objective 1)

   Wechsler, D., WISC Manual, Wechsler Intelligence Scale for Children, Psychological Corporation, New York, 1946.

2. Read pages 36-102 of the following reference:

   Glasser, Alan J. and Irla Lee Zimmerman, Clinical Interpretation of the Wechsler Intelligence Scale for Children, Grune and Stratton, New York, 1968.

   Glasser and Zimmerman discuss the 12 subtests of the WISC. Read very carefully the section "What the Test Measures" under each subtest.

3. Upon completion of this reading assignment, students should be able to describe what each subtest measures.

4. Work with a fellow student taking turns naming a subtest of the WISC and requiring the other student to describe what the test is measuring.

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TEN KIT 6

Psychological and Physiological Assessment Techniques

LEARNING EXPERIENCE 2

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Read pages 9-13 of the following reference. (Performance Objective 2)

1. Kirk, Samuel A., J. J. McCarthy, and W. D. Kirk, Examiner's Manual Illinois Test of Psycholinguistic Abilities, Board of Trustees of the University of Illinois, 1969.

   Kirk, McCarthy, and Kirk describe each of the 12 subtests of the Revised ITPA and discuss the functions each subtest measures.

2. Upon completion of this reading assignment, students should be able to name and discuss the functions each subtest measures.

3. Work with a fellow student taking turns naming a subtest of the ITPA and requiring the other student to describe what the test is measuring.

**

TEN KIT 6

## Psychological and Physiological Assessment Techniques

### LEARNING EXPERIENCE 3

1. Read the following reference:

   DeJong, Russell N., et al, Essentials of the Neurological Examination, Smith, Kline, and French Laboratories, 1968.

   Read this entire booklet giving particular attention to the types of aphasia and agnosia, specific brain areas affected, and tests to determine the presence or absence of specific types of aphasia and agnosia.

2. Schedule the following film with your teacher supervisor.

   "Essentials of the Neurological Examination," Smith,Kline, and French Laboratories.

   Particular attention should be given to the types of aphasia and agnosia, specific brain areas affected, and tests to determine the presence or absence of specific types of aphasia and agnosia. (Performance Objective 3)

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Psychological and Physiological Assessment Techniques

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LEARNING EXPERIENCE 4

1. Read pages 1-35 of the following reference. (Performance Objective 4)

   Glasser, Alan J., and Irla Lee Zimmerman, Clinical Interpretation of the Wechsler Intelligence Scale for Children (WISC), Grune and Stratton, New York, 1968.

2. Practice administering the WISC three times using fellow students or anyone avialable as subjects. It will be the responsibility of the student to secure his testing subjects. Score test results and schedule a conference with the teacher supervisor to check results. Tests, test forms, and a stop watch can be checked out from the teacher supervisor. (Performance Objective 4)

3. Read the manual for the Illinois Test of Psycholinguistic Abilities. Practice administering the Revised ITPA three times using fellow students or anyone available as subjects. It will be the responsibility of the student to secure his testing subjects. Score test results and schedule a conference with the teacher supervisor to check results. Tests, test forms, and a stop watch can be checked out from the teacher supervisor. (Performance Objective 4)

4. Read the manual for the Wide Range Achievement Test. Practice administering the Wide Range Achievment Test three times to fellow students or children. It will be the responsibility of the student to secure his testing subjects. Score test results and schedule a conference with the teacher supervisor to check results. Tests and test forms can be checked out from the teacher supervisor. (Performance Objective 4)

5. Read the manual for the Beery Visual Motor Integration Test. Practice administering the Beery Visual Motor Integration Test three times using fellow students or anyone available as subjects. It will be the responsibility of the student to secure his own testing subjects. Score test results and schedule a conference with the teacher supervisor to check results. Tests and test forms can be checked out from the teacher supervisor. (Performance Objective 4)

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TEN KIT 6

Psychological and Physiological Assessment Techniques

LEARNING EXPERIENCE 5

After completing Learning Experience 4 the student should review the WISC manual as well as the Glasser and Zimmerman Clinical Interpretation of the Wechsler Intelligence Scale for Children (WISC) to clarify questions as to the administration, scoring, and interpretation of the WISC. (Performance Objective 5)

**

SELF EVALUATION

The learning experiences in this kit are accompanied by a self evaluation checklist. These are provided so that you may study a given performance objective, complete the learning experience(s) designed for that objective and determine for yourself whether you have completed the assignment satisfactorily. The primary purpose of self evaluation is to allow you to review your own progress before requesting the proficiency assessment exercises for the kit. After you have completed the learning experiences assigned to you for this kit, you should request the self evaluation checklist. Review the checklist carefully; if there are any indications that you have not completed a learning experience satisfactorily, either go back to the learning experience for a review or schedule a conference with your teacher supervisor. If your response to the checklist indicates satisfactory completion of all the learning experiences, schedule proficiency assessment.

TEN KIT 6

Psychological and Physiological Assessment Techniques

SELF EVALUATION

The student should review the tangible outcomes of the learning experiences before determining whether he should take the proficiency assessment. He should use the following checklist to determine when he should schedule the proficiency assessment for each performance objective:

Performance Objective 1

YES NO

___ ___ 1. Can I describe the functions each subtest of the WISC measures?

**

TEN KIT 6

## Psychological and Physiological Assessment Techniques

### SELF EVALUATION

The student should review the tangible outcomes of the learning experiences before determining whether he should take the proficiency assessment. He should use the following checklist to determine when he should schedule the proficiency assessment for each performance objective:

### Performance Objective 2

YES NO

___ ___ 1. Can I describe the functions each subtest of the ITPA measures?

**

TEN KIT 6

## Psychological and Physiological Assessment Techniques

### SELF EVALUATION

The student should review the tangible outcomes of the learning experiences before determining whether he should take the proficiency assessment. He should use the following checklist to determine when he should schedule the proficiency assessment for each performance objective:

### Performance Objective 3

| Yes | No | | |
|---|---|---|---|
| ___ | ___ | 1. | Can I match the types of aphasia and agnosia with the specific brain areas affected as described in Reading Reference 3? |
| ___ | ___ | 2. | Can I match the tests for agnosia, apraxia, and aphasia with the method of their performance? |

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TEN KIT 6

## Psychological and Physiological Assessment Techniques

### SELF EVALUATION

The student should review the tangible outcomes of the learning experiences before determining whether he should take the proficiency assessment. He should use the following checklist to determine when he should schedule the proficiency assessment for each performance objective.

### Performance Objective 4

| Yes | No | |
|---|---|---|
| ___ | ___ | 1. Have I satisfactorily completed Learning Experience 4? |

**

TEN KIT 6

## Psychological and Physiological Assessment Techniques

### SELF EVALUATION

The student should review the tangible outcomes of the learning experiences before determining whether he should take the proficiency assessment. He should use the following checklist to determine when he should schedule the proficiency assessment for each performance objective.

### Performance Objective 5

| Yes | No | |
|---|---|---|
| ___ | ___ | 1. Have I completed Learning Experiences 4 and 5 and Proficiency Assessment 4 to the satisfaction of my instructor? |

**

PROFICIENCY ASSESSMENT

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When you have completed each of the learning experiences assigned to you for this kit and through the self evaluation procedures have determined that you achieved the intended results, you should request your instructor to assess your proficiency in the performance objectives stated at the beginning of this kit.

Although proficiency assessment may take any one of many forms, it always has the single purpose of measuring your attainment of the performance objectives for which the kit is planned. Thus, it is structured to assess all of and only those behaviors stated in the objectives.

TEN KIT 6

## Psychological and Physiological Assessment Techniques

### PROFICIENCY ASSESSMENT

#### Performance Objective 1

The student will perform at the 90 percent level of proficiency on a test requiring the matching of subtest names with descriptions of what the subtests of the WISC measure.

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TEN KIT 6

Psychological and Physiological Assessment Techniques

PROFICIENCY ASSESSMENT

Performance Objective 1 Matching Test Over the WISC

Name _____ Date _____

Write the number of the WISC subtest in the blank beside the description of what the subtest measures.

| | | |
|---|---|---|
| 1. | Object Assembly | ___ measures the child's visual-motor dexterity and pencil manipulation skills |
| 2. | Similarities | ___ measures the child's knowledge of familiar objects and his ability to visually discriminate between essential and non-essential characteristics |
| 3. | Arithmetic | ___ measures the child's ability to use, in socially acceptable ways, the general information he has obtained from his environment. It is a measure of common sense, judgment, reasoning and verbal expression. |
| 4. | Information | ___ measures the child's ability to perceive, analyze, synthesize and reproduce abstract designs. Visual-motor coordination is also involved in performing on this subtest. |
| 5. | Comprehension | ___ measures the child's ability to understand basic, essential relationships between the ideas and facts he has obtained from his environment |
| 6. | Block Design | ___ measures the child's ability to arrange socially orientated pictures into a logical sequence |

TEN KIT 6, Psychological and Physiological Assessment Techniques,
Proficiency Assessment, Performance Objective 1

| | | |
|---|---|---|
| 7. | Coding | ____ measures the child's visual perception and ability to synthesize concrete visual forms. Success on this subtest requires anticipation of part-whole relationships. |
| 8. | Picture Arrangement | ____ measures immediate auditory recall and attention span |
| 9. | Picture Completion | ____ is probably one of the best individual measures of general intelligence. It reflects a child's level of education and environment. It measures abstract thinking, ability to learn, fund of information, and language development. |
| 10. | Digit Span | ____ measures a child's general fund of information abstracted from his environment |
| 11. | Vocabulary | ____ measures the child's cognitive development through his manipulation of numbers and numerical operations |

**

TEN KIT 6

Psychological and Physiological Assessment Techniques

PROFICIENCY ASSESSMENT

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Performance Objective 1 Matching Test over the WISC

Write the number of the WISC subtest in the blank beside the description of what the subtest measures.

| | | |
|---|---|---|
| 1. Object Assembly | 7 | measures the child's visual-motor dexterity and pencil manipulation skills |
| 2. Similarities | 9 | measures the child's knowledge of familiar objects and his ability to visually discriminate between essential and nonessential characteristics |
| 3. Arithmetic | 5 | measures the child's ability to use, in socially acceptable ways the general information he has obtained from his environment. It is a measure of common sense, judgment, reasoning and verbal expression. |
| 4. Information | 6 | measures the child's ability to perceive, analyze, synthesize and reproduce abstract designs. Visual-motor coordination is also involved in performing on this subtest. |
| 5. Comprehension | 2 | measures the child's ability to understand basic, essential relationships between the ideas and facts he has obtained from his environment |
| 6. Coding | 8 | measures the child's visual perception and ability to synthesize concrete visual forms. Success on this subtest requires anticipation of part-whole relationships. |

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| | | |
|---|---|---|
| 7. Coding | 1 | measures the child's visual perception and ability to synthesize concrete visual forms. Success on this subtest requires anticipation of part-whole relationships |
| 8. Picture Arrangement | 10 | measures immediate auditory recall and attention span |
| 9. Picture Completion | 11 | is probably one of the best individual measures of general intelligence. It reflects a child's level of education and environment. It measures abstract thinking, ability to learn, fund of information, and language development. |
| 10. Digit Span | 4 | measures a child's general fund of information abstracted from his environment |
| 11. Vocabulary | 3 | measures the child's cognitive development through his manipulation of numbers and numerical operations |

TEN KIT 6

Psychological and Physiological Assessment Techniques

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PROFICIENCY ASSESSMENT

Performance Objective 2

The student will perform at the 90 percent level of proficiency on a test requiring the matching of the subtest names of the ITPA with descriptions of what the subtests measure.

**

TEN KIT 6

Psychological and Physiological Assessment Techniques

PROFICIENCY ASSESSMENT

Performance Objective 2 Matching Test for the ITPA

Name_____ Date_____

Write the number of the ITPA subtest in the blank beside the description of what the subtest measures.

| | |
|---|---|
| 1. Manual Expression | ____measures the child's ability to understand and derive meaning from what is seen--symbols, written words, pictures |
| 2. Sound Blending | ____measures the child's ability to synthesize the separate parts of a word into an integrated whole |
| 3. Verbal Expression | ____measures the child's ability to understand and derive meaning from verbally presented material |
| 4. Visual-motor Association | ____measures the child's ability to recall and accurately reproduce a sequence of nonmeaningful visual stimuli |
| 5. Auditory-vocal Association | ____measures the child's ability to perceive the whole picture from an incomplete visual presentation |
| 6. Visual Sequential Memory | ____measures the child's ability to develop automatic habits for handling syntax and grammar inflections |
| 7. Grammatic Closure | ____measures the child's ability to relate and organize visual symbols in a meaningful way |
| 8. Visual Closure | ____measures the child's ability to remember and accurately repeat a sequence of nonmeaningful auditory stimuli |
| 9. Auditory Closure | ____measures the child's ability to express his own concepts verbally |

| | | |
|---|---|---|
| 10. Auditory Reception | _____ | measures the child's ability to express ideas in meaningful gestures |
| 11. Visual Reception | _____ | measures the child's ability to relate and organize spoken words or concepts in a meaningful way |
| 12. Auditory Sequential Memory | _____ | measures the child's ability to produce a complete word from an incomplete auditory presentation |

**

TEN KIT 6

## Psychological and Physiological Assessment Techniques

### PROFICIENCY ASSESSMENT

**Performance Objective 2**

**Matching Test for the ITPA**

| | | |
|---|---|---|
| 1. Manual Expression | 11 | measures the child's ability to understand and derive meaning from what is seen--symbols, written words, pictures |
| 2. Sound Blending | 2 | measures the child's ability to synthesize the separate parts of a word into an integrated whole |
| 3. Verbal Expression | 10 | measures the child's ability to understand and derive meaning from verbally presented material |
| 4. Visual-motor Association | 6 | measures the child's ability to recall and accurately reproduce a sequence of nonmeaningful visual stimuli |
| 5. Auditory-vocal Association | 8 | measures the child's ability to perceive the whole picture from an incomplete visual presentation |
| 6. Visual Sequential Memory | 7 | measures the child's ability to develop automatic habits for handling syntax and grammatic inflections |
| 7. Grammatic Closure | 4 | measures the child's ability to relate and organize visual symbols in a meaningful way |
| 8. Visual Closure | 12 | measures the child's ability to remember and accurately repeat a sequence of nonmeaningful auditory stimuli |
| 9. Auditory Closure | 3 | measures the child's ability to express his own concepts verbally |

| | | |
|---|---|---|
| 10. Auditory Reception | 1 | measures the child's ability to express ideas in meaningful gestures |
| 11. Visual Reception | 5 | measures the child's ability to relate and organize spoken words or concepts in a meaningful way |
| 12. Auditory Sequential Memory | 9 | measures the child's ability to produce a complete word from an incomplete auditory presentation |

*

TEN KIT 6

## Psychological and Physiological Assessment Techniques

### PROFICIENCY ASSESSMENT

### Performance Objective 3

The student will perform at the 90 percent level of proficiency on a test requiring the matching of specific areas of the cerebral cortex with specific types of agnosia and aphasia and tests of agnosia, apraxia, and aphasia with the method of their performance.

TEN KIT 6

Psychological and Physiological Assessment Techniques

PROFICIENCY ASSESSMENT

Performance Objective 3 Matching Test

Name _____ Date _____

A. Match the four types of agnosia listed below to the four cerebral areas affected in each type of agnosia by writing the correct number in the blank:

| Type of Agnosia | Affected Cerebral Area |
|---|---|
| 1. visual | ____ occipital lobe |
| 2. tactile | ____ temporal lobe (lateral and superior portions) |
| 3. auditory | ____ parietal lobe |
| 4. body parts and relationships | ____ parietal lobe (postero-inferior regions) |

B. Match the four types of aphasia listed below to the four brain areas involved by writing the correct number in the blank:

| Type of Aphasia | Brain Area Involved |
|---|---|
| 1. auditory-receptive | ____ posterior frontal area |
| 2. visual-receptive | ____ inferior posterior frontal areas |
| 3. expressive speaking | ____ parieto-occipital area |
| 4. expressive writing | ____ temporal lobe |

C. Match the test for agnosia, apraxia, and aphasia listed below to the description of how they are performed by filling in the blanks with the correct numbers:

| Test For | How Performed |
|---|---|
| 1. Visual object recognition | ____ Ask the patient to identify familiar sounds with his eyes closed. |

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| | | |
|---|---|---|
| 2. Motor speech | _____ | Can the patient identify left and right and body parts? |
| 3. Volitional speech | _____ | Ask the patient to identify familiar objects such as a pencil or paper clip visually. |
| 4. Automatic speech | _____ | Ask the patient to verbally reproduce sounds and phrases such as "ba-ba," "I like to read" and increasingly difficult ones. Observe his conversation for abnormal word usage. |
| 5. Writing | _____ | Is the patient able to answer questions appropriately? |
| 6. Sound recognition | _____ | Can the patient answer questions and carry out instructions? |
| 7. Recognition of body parts and sidedness | _____ | Can he perform motor acts such as using a pencil, closing a safety pin, etc.? |
| 8. Auditory-verbal comprehension | _____ | Ask the patient to read a few sentences and explain what he has read. If he cannot talk, write out instructions for him to carry out. |
| 9. Performance of skilled motor acts | _____ | Ask him to repeat familiar series such as days of the week, seasons, or months. |
| 10. Visual-verbal comprehension | _____ | Ask the patient to write his own name and address, telephone number, and a simple sentence. Then ask him to write the name of an object with his eyes open and with his eyes closed. |

**

TEN KIT 6

Psychological and Physiological Assessment Techniques

PROFICIENCY ASSESSMENT

Performance Objective 3 — Matching Test

Name _____ Date _____

A. Match the four types of agnosia listed below to the four cerebral areas affected in each type of agnosia by writing the correct number in the blank:

| Type of Agnosia | Affected Cerebral Area |
|---|---|
| 1. visual | 1 occipital lobe |
| 2. tactile | 3 temporal lobe (lateral and superior portions) |
| 3. auditory | 2 parietal lobe |
| 4. body parts and relationships | 4 parietal lobe (postero-inferior regions) |

B. Match the four types of aphasia listed below to the four brain areas involved by writing the correct number in the blank:

| Type of Aphasia | Brain Area Involved |
|---|---|
| 1. auditory-receptive | 4 posterior frontal area |
| 2. visual-receptive | 3 inferior posterior frontal areas |
| 3. expressive speaking | 2 parieto-occipital area |
| 4. expressive writing | 1 temporal lobe |

C. Match the test for agnosia, apraxia, and aphasia listed below to the description of how they are performed by filling in the blanks with the correct numbers:

| Test For | How Performed |
|---|---|
| 1. Visual object recognition | 6 Ask the patient to identify familiar sounds with his eyes closed. |

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| | | |
|---|---|---|
| 2. Motor speech | 7 | Can the patient identify left and right and body parts? |
| 3. Volitional speech | 1 | Ask the patient to identify familiar objects such as a pencil or paper clip visually. |
| 4. Automatic speech | 2 | Ask the patient to verbally reproduce sounds and phrases such as "ba-ba" "I like to read" and increasingly difficult ones. Observe his conversation for abnormal word usage. |
| 5. Writing | 3 | Is the patient able to answer questions appropriately? |
| 6. Sound recognition | 8 | Can the patient answer questions and carry out instructions? |
| 7. Recognition of body parts and sidedness | 9 | Can he perform motor acts such as using a pencil, closing a safety pin, etc.? |
| 8. Auditory-verbal comprehension | 10 | Ask the patient to read a few sentences and explain what he has read. If he cannot talk, write out instructions for him to carry out. |
| 9. Performance of skilled motor acts | 4 | Ask him to repeat familiar series such as days of the week, seasons, or months. |
| 10. Visual-verbal comprehension | 5 | Ask the patient to write his own name and address, telephone number, and a simple sentence. Then ask him to write the name of an object with his eyes open and with his eyes closed. |

# TEN KIT 6

## Psychological and Physiological Assessment Techniques

### PROFICIENCY ASSESSMENT

#### Performance Objective 4

The student will administer and score one battery of tests including a WISC, Beery Test of Visual Motor Integration, revised ITPA, and Wide Range Achievement Test at the 90 per cent level of proficiency in the scoring of the individual tests. Each of these tests, test forms, and a stop watch will be checked out from the teacher supervisor. Obtaining test subjects will be the responsibility of the student. Once the tests have been administered and scored, they should be submitted to the teacher supervisor.

**

TEN KIT 6

Psychological and Physiological Assessment Techniques

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PROFICIENCY ASSESSMENT

Performance Objective 4

The student's report should be evluated on the basis of the administration and scoring of the WISC, ITPA, Beery Test of Visual Motor Integration, and Wide Range Achievement Test using the individual manuals for each test. The teacher supervisor should refer to these individual manuals for correct methods of administration and scoring.

On the WISC the instructor can evaluate on the basis of the ten subtests plus Digit Span, Performance Scale Score, Verbal Scale Score, and Full Scale Score. Thus, each of these scores will be worth seven points in determining proficiency.

On the ITPA the twelve subtests, the Child's Mean Scaled Score, and Psycholinguistic Age should be evaluated with each being worth seven points.

On the Wide Range Achievement Test the student should be evaluated on the correct scoring in arithmetic, spelling, and reading of grade level, scaled score, and percentile. Thus, each of these nine scores will be worth ten points.

On the Beery Developmental Test of Visual Motor Integration the student's correct scoring of each design, calculation of the subject's exact age in years and months, correct VMI Raw Score, and correct VMI Age Equivalent will be used to determine proficiency. For example, if the subject draws seven designs before reaching a ceiling, then these seven designs, age, VMI Raw Score and VMI Age Equivalent will each be worth ten points. The more designs the subject draws and the student correctly scores, the less the number of points each will be worth.

TEN KIT 6

## Psychological and Physiological Assessment Techniques

### PROFICIENCY ASSESSMENT

#### Performance Objective 5

The student will check out a psychological evaluation of an LD child from the teacher supervisor and write an analysis of the report including the following:

a. Valid and invalid data

b. False assumptions

Once the analysis of the report has been completed, it should be submitted to the teacher supervisor for evaluation.

**

TEN KIT 6

Psychological and Physiological Assessment Techniques

PROFICIENCY ASSESSMENT

Performance Objective 5

1. The student should identify the following errors in the raw data (WISC Record Form) at the 90 percent level of proficiency:

   a. Birthdate computed wrong

   b. Digit Span raw score incorrectly transferred (4 instead of 8)

   c. Information raw score 12 rather than 11

   d. Vocabulary numbers 10, 12, 18 incorrectly scored, and number 24 should not be included as 5 errors have been made. Correct score is 24.

   e. Picture Completion should be 10 because 5 errors were made before number 7.

   f. Picture Arrangement number 6 is correct; therefore, examiner should have continued.

   g. Correct Verbal Scale Score should be 87 rather than 77.

   h. Correct Performance Scale Score should be 100 rather than 96.

   i. Full Scale Score should be 93 rather than 85.

2. The student should identify the following errors in the report of the WISC at the 90 percent level of proficiency:

   a. Variability is extreme--not slight--between verbal subtests.

   b. Judgment and informational resources established weaknesses.

   c. Vocabulary and Similarities were severely rather than slightly depressed.

   d. Skill on Block Design was not limited.

   e. Errors of 4 1/2 years M. A. should be 14 1/2.

   f. All summarizing conclusions were incorrect.

NOTE: Each of the identified errors is worth 5 points; therefore, missing more than 2 points will lower proficiency below the 90 percent level required. If the student fails to perform at the 90 percent level of proficiency, he should repeat the appropriate learning experiences.

# TEN KIT 6

## Psychological and Physiological Assessment Techniques

### PROFICIENCY ASSESSMENT

### Performance Objective 6

The student should write in narrative form the advantages of having a psychological and physical evaluation of a child in educational planning to meet his individual needs.

NOTE: This is an affective objective and will not be used to assess proficiency level for this kit; however, the student will be required to develop the specified narrative and may discuss it with his teacher supervisor.

**

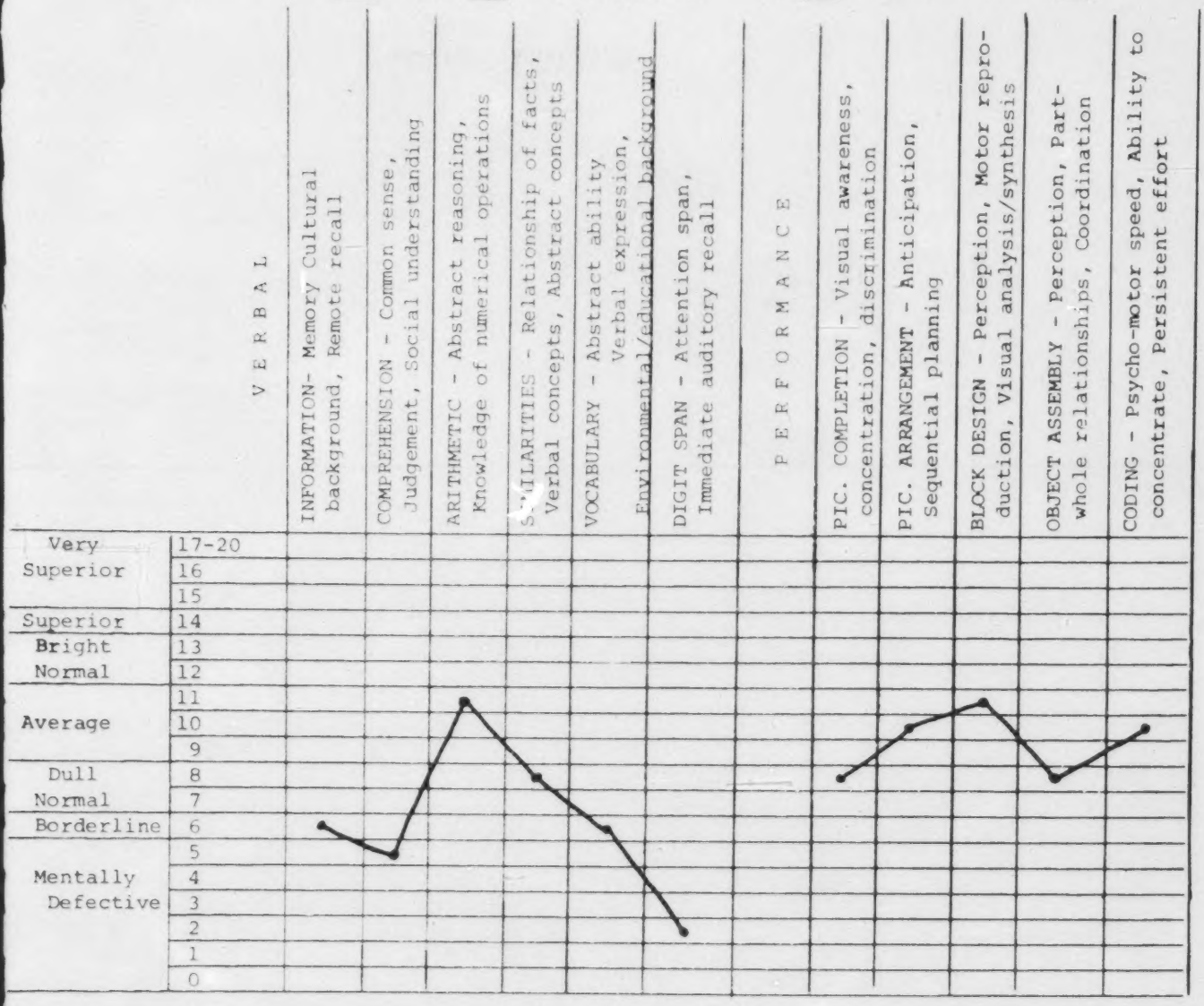
NAME _____ SCHOOL _____ AGE ____ GRADE ____

TESTS ADMINISTERED AND STATISTICAL RESULTS:

✓ Wechsler Intelligence Scale for Children

___ Wechsler Adult Intelligence Scale

VERBAL IQ 77 %ile ___ PERFORMANCE IQ 96 %ile TOTAL IQ 85 %ile




✓ Bender-Gestalt: Koppitz Score 6 Age Group Mean Score ____

___ Peabody Picture Vocabulary Test: M.A. ___ I.Q. ___ Percentile ___

___ Draw-A-Person: CA ___ MA ___ IQ ___

___ Wide Range Achievement Test Actual Grade Placement ____

Reading Grade ___ SS ___ %ile ___

Spelling Grade ___ SS ___ %ile ___

Arithmetic Grade ___ SS ___ %ile ___

___ The Harris Tests of Lateral Dominance

Hand: ___ Right ___ Left ___ Incomplete

Eye: ___ Right ___ Left ___ Incomplete

Foot: ___ Right ___ Left ___ Incomplete

Knowledge of Left and Right

___ Confused ___ Hesitant ___ Normal

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_____
Examining Psychologist

A-VI

KUHNS, Steven
CASE NO. 091-030-364

OBSERVATIONS:

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Steven was friendly and cooperative in a one to one situation and rapport was easily established and maintained throughout the testing situation. Overall, his speech, hearing and vision were also considered adequate for testing.

TEST EVALUATION:

The subject is currently functioning intellectually at the average range of abilities on the nonverbal tasks, at the upper limits of the Dull Normal range on the verbal tasks, and at the lower limits of the average range on the overall tasks. On the verbal tasks slight variability was revealed. Specifically, Steven demonstrated good skill in making mental computations of arithmetic problems and his performance was commensurate with a child 13 years 6 months old. Steven was extremely adept in his ability to make judgment decisions in a variety of social situations and to recall general knowledge and information that he has accumulated from his everyday experiences. On these tasks Steven functioned at the 8 year 2 month and 8 year 10 month level respectively. Moreover, Steven's skills in defining vocabulary words and his ability to compare and to see common features in concrete objects that are seemingly dissimilar in nature was only slightly depressed. His performance on this task was associated with a child 9 years 6 months and 10 years 6 months old. Finally, the 4 year 10 month level was attained in the recall of a series of digits presented orally.

On the nonverbal tasks moderate variability was also noted. Specifically, Steven demonstrated limited skill in the reproduction of three dimensional block designs and a performance resembling a child 4 1/2 years old was attained. However, the 10 1/2 and 12 1/2 year old level was achieved by Steven on tasks requiring him to assemble puzzle-like pieces into a meaningful whole and in the arrangement of socially-oriented stimuli into a logical sequence of events. Finally, Steven's performance was slightly below age level on tasks requiring him to make visual identification of familiar objects from his environment and in further differentiating essential from non-essential items on those objects and in associating numbers with symbols and then reproducing these symbols. Steven functioned at the 10 1/2 to the 12 1/2 year old level on these tasks.

In summary, test data indicate that Steven's best mode of learning is likely to be through auditory rather than visual channels. In general he appears to have demonstrated well developed abstract conceptual skills and appropriate reasoning and judgement. Steven seems to be an extremely mature child who is capable of setting his own limits in the classroom and would therefore require little structure and support in most academic areas.



**

# WISC RECORD FORM

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NAME _____ AGE 11-10 SEX M

ADDRESS _____

PARENT'S NAME _____

SCHOOL _____ GRADE _____

REFERRED BY _____

| | Year | Month | Day |
|---|---|---|---|
| Date Tested | 71 | 10 | 4 |
| Date of Birth | 59 | 12 | 4 |
| Age | 12 | 10 | 0 |

| | Scaled Score | IQ |
|---|---|---|
| Verbal Scale | 32 | 77 |
| Performance Scale | 47 | 96 |
| Full Scale | 79 | 85 |

*Prorated if necessary

| | | Raw Score | Scaled Score |
|---|---|---|---|
| VERBAL TESTS | | | |
| Information | 8-10 | 11 | 6 |
| Comprehension | 8-2 | 9 | 5 |
| Arithmetic | 13-6 | 12 | 11 |
| Similarities | 13-6 | 9 | 8 |
| Vocabulary | 9-6 | 29 | 6 |
| (Digit Span) | 11-0 | 4 | 2 |
| Sum of Verbal Tests | | 38 | 32 |
| PERFORMANCE TESTS | | | |
| Picture Completion | 10-6 | 11 | 8 |
| Picture Arrangement | 12-6 | 30 | 10 |
| Block Design | 14-6 | 35 | 11 |
| Object Assembly | 10-6 | 22 | 8 |
| Coding | 12-2 | 44 | 10 |
| (Mazes) | | | |
| Sum of Performance Tests | | | 47 |

NOTES

Examiner

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| 1. INFORMATION | Score 1 or 0 | | Score 1 or 0 | | Score 1 or 0 |
|---|---|---|---|---|---|
| 1. Ears 2 | 1 | 11. Season—Year S, W, F, Sp | 1 | 21. Pounds—Ton | |
| 2. Finger | 1 | 12. Color—Rubies RED | 1 | 22. Capital—Greece | |
| 3. Legs | 1 | 13. Sun—Set EAST | 0 | 23. Turpentine | |
| 4. Animal—Milk COW | 1 | 14. Stomach D.K. | 0 | 24. New York—Chicago | |
| 5. Water—Boil HEAT | 1 | 15. Oil—Float DK. | 0 | 25. Labor Day | |
| 6. Store—Sugar GROCERY | 1 | 16. Romeo—Juliet DK. | 0 | 26. South Pole | |
| 7. Pennies 5 | 1 | 17. Fourth—July BIRTHDAY | 0 | 27. Barometer | |
| 8. Days—Week 7 | 1 | 18. C.O.D. | | 28. Hieroglyphic | |
| 9. Discoverer—America C.C. | 1 | 19. American—Man | | 29. Genghis Khan | |
| 10. Things—Dozen 12 | | 20. Chile | | 30. Lien | |
| | | | | | 11 |

| 2. COMPREHENSION | Score 2, 1 or 0 |
|---|---|
| 1. Cut—Finger PUT A BANDAID ON IT | 2 |
| 2. Lose—Balls (Dolls) BUY A NEW ONE | 2 |
| 3. Loaf—Bread GO TO ANOTHER STORE | 2 |
| 4. Fight FIGHT HIM BACK | 0 |
| 5. Train—Track YELL AT THEM TO STOP | 1 |
| 6. House—Brick TORNADO WILL BLOW IT DOWN | 1 |
| 7. Criminals ROBBING BANKS AND CRIMES | 1 |
| 8. Women—Children DK & DK | 0 |
| 9. Bills—Check THERE ISN'T ENOUGH CASH & | 0 |
| 10. Charity—Beggar BEGGAR COULD BE A RUBBER | 0 |
| 11. Government—Examinations | |
| 12. Cotton—Fiber | |
| 13. Senators | |
| 14. Promise—Kept | |
| | 9 |

| 3. ARITHMETIC | | | |
|---|---|---|---|
| Problem | Response | Time | Score 1 or 0 |
| 1. 45" | | | 1 |
| 2. 45" | | | 1 |
| 3. 45" | | | 1 |
| 4. 30" | 2 | 1 | 1 |
| 5. 30" | 6 | 1 | 1 |
| 6. 30" | 14 | 1 | 1 |
| 7. 30" | 7 | 1 | 1 |
| 8. 30" | 21 | 3 | 1 |
| 9. 30" | 14 | 5- | 1 |
| 10. 30" | 16 | 13 | 0 |
| 11. 30" | 9 | 5- | 1 |
| 12. 60" | 10 | 8 | 1 |
| 13. 30" | 9 | 12 | 0 |
| 14. 60" | 40 | 16 | 1 |
| 15. 120" | 100 | 21 | 0 |
| 16. 120" | 14 | 10 | 0 |
| | | | 12 |



**

| 4. SIMILARITIES | Score 1 or 0 |
|---|---|
| 1. Lemons—Sugar<br>SWEET | 1 |
| 2. Walk—Throw<br>ARMS | 1 |
| 3. Boys—Girls<br>LADIES | 1 |
| 4. Knife—Glass<br>OBJECTS | 0 |
| 5. Plum—Peach<br>BOTH HAVE SEEDS | Score 2, 1 or 0<br>1 |
| 6. Cat—Mouse<br>ANIMALS | 2 |
| 7. Beer—Wine<br>LIQUOR | 2 |
| 8. Piano—Violin<br>INSTRUMENTS | 1 |
| 9. Paper—Coal<br>COME IN PACKAGE | 0 |
| 10. Pound—Yard<br>DK | 0 |
| 11. Scissors—Copper Pan<br>DK | 0 |
| 12. Mountain—Lake | |
| 13. Salt—Water | |
| 14. Liberty —Justice | |
| 15. First—Last | |
| 16. 49—121 | |
| | 9 |

## SUPPLEMENTARY TESTS

### DIGIT SPAN

| Digits Forward | Score (Circle) | Digits Backward | Score (Circle) |
|---|---|---|---|
| 3-8-6 | 3 | 2-5 | 2 |
| 6-1-2 | 3 | 6-3 | 2 |
| 3-4-1-7 | (4) | 5-7-4 | 3 |
| 6-1-5-8 | 4 | 2-5-9 | 3 |
| 8-4-2-3-9 | 5 | 7-2-9-6 | (4) |
| 5-2-1-8-6 | 5 | 8-4-9-3 | 4 |
| 3-8-9-1-7-4 | 6 | 4-1-3-5-7 | 5 |
| 7-9-6-4-8-3 | 6 | 9-7-8-5-2 | 5 |
| 5-1-7-4-2-3-8 | 7 | 1-6-5-2-9-8 | 6 |
| 9-8-5-2-1-6-3 | 7 | 3-6-7-1-9-4 | 6 |
| 1-6-4-5-9-7-6-3 | 8 | 8-5-9-2-3-4-2 | 7 |
| 2-9-7-6-3-1-5-4 | 8 | 4-5-7-9-2-8-1 | 7 |
| 5-3-6-7-1-2-4-6-9 | 9 | 6-9-1-6-3-2-5-8 | 8 |
| 4-2-6-9-1-7-8-3-5 | 9 | 3-1-7-9-5-4-8-2 | 8 |

F 4 + B 4 = 8
Highest numbers circled

### MAZES

| Maze | Max. Errors | Errors | Score |
|---|---|---|---|
| A. 30" | 2 | | 0 1 2 |
| B. 30" | 2 | | 0 1 2 |
| C. 30" | 2 | | 0 1 2 |
| 1. 30" | 3 | | 0 1 2 3 |
| 2. 45" | 3 | | 0 1 2 3 |
| 3. 60" | 5 | | 0 1 2 3 |
| 4. 120" | 6 | | 0 1 2 3 |
| 5. 120" | 8 | | 0 1 2 3 |
| | | | |

Notes:



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| | Score 2 or 0 | 5. VOCABULARY |
|---|---|---|
| 1. Bicycle | 2 | YOU RIDE IT |
| 2. Knife | 2 | YOU CAN CUT THINGS |
| 3. Hat | 2 | WHAT YOU WEAR ON YOUR HEAD |
| 4. Letter | 2 | WHAT YOU WRITE TO A FRIEND |
| 5. Umbrella | 2 | SOMETHING TO PUT OVER YOU IN THE RAIN |
| | Score 2, 1 or 0 | |
| 6. Cushion | 2 | A PILLOW & YOU CAN SIT ON IT OR LAY ON IT |
| 7. Nail | 2 | IT HURTS & IT'S SHARP & POINTED WITH A HEAD ON IT |
| 8. Donkey | 2 | AN ANIMAL WITH LONG EARS |
| 9. Fur | 2 | HAIR |
| 10. Diamond ○ | 1 | IT HAS SIX SIDES & IT SPARKLES |
| 11. Join | 1 | JOIN BOY SCOUTS |
| 12. Spade ○ | 1 | IT'S LIKE A CLOVER WITH A STEM |
| 13. Sword | 1 | SOMETHING YOU FIGHT WITH |
| 14. Nuisance | 0 | DK |
| 15. Brave | 2 | YOU'RE NOT AFRAID OF SNAKES |
| 16. Nonsense | 0 | DK |
| 17. Hero | 2 | YOU SAVE SOMEBODY |
| 18. Gamble ○ | 1 | YOU PLAY CARDS & |
| 19. Nitroglycerine | 0 | DK |
| 20. Microscope | 0 | SEE STARS FAR AWAY |
| 21. Shilling | 0 | A dollar in Spanish. |
| 22. Fable | 0 | DK |
| 23. Belfry | 0 | DK |
| 24. Espionage | 2 | ABOUT SPYING |
| 25. Stanza | | |
| 26. Seclude | | |
| 27. Spangle | | |
| 28. Hara-Kiri | | |
| 29. Recede | | |
| 30. Affliction | | |
| 31. Ballast | | |
| 32. Catacomb | | |
| 33. Imminent | | |
| 34. Mantis | | |
| 35. Vesper | | |
| 36. Aseptic | | |
| 37. Chattel | | |
| 38. Dilatory | | |
| 39. Flout | | |
| 40. Traduce | | |
| | 29 | |



**

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## 6. PICTURE COMPLETION

| | Score 1 or 0 |
|---|---|
| 1. Comb | 1 |
| 2. Table | 1 |
| 3. Fox | 1 |
| 4. Girl | 1 |
| 5. Cat | 0 |
| 6. Door | 1 |
| 7. Hand | 1 |
| 8. Card | 1 |
| 9. Scissors | 1 |
| 10. Coat | 1 |
| 11. Fish | 0 |
| 12. Screw | 1 |
| 13. Fly | 0 |
| 14. Rooster | 0 |
| 15. Profile | 0 |
| 16. Thermometer | 0 |
| 17. Hat | 1 |
| 18. Umbrella | 0 |
| 19. Cow | 0 |
| 20. House | 0 |
| | 11 |

## 7. PICTURE ARRANGEMENT

| Arrangement | | Time | Order | Score |
|---|---|---|---|---|
| A. Dog | 75" | 1/2 | | 0 — 1 ABC — (2) ABC |
| B. Mother | 75" | | | 0 — 1 OYT — (2) TOY |
| C. Train | 60" | | | 0 — 1 IR ON — (2) IRON |
| D. Scale | 45" | | | 0 — (2) |
| (Fight) | | | | |
| 1. Fire | 45" | 12 | FIRE | 0 — 4 — 11-15 (5) — 6-10 6 — 1-5 7 — FIRE |
| 2. Burglar | 45" | 9 | THUG | 0 — 4 — 11-15 5 — (6) — 1-5 7 — THUG |
| 3. Farmer | 45" | 6 | QRST | 0 — 4 — 11-15 5 — (6) — 1-5 7 — QRST OR SQRT |
| 4. Picnic | 45" | 12 | EFHG | 0 — 4 — (5) — 6-10 6 — 1-5 7 — EFGH OR EFHG |
| 5. Sleeper | 60" | 11 | EPNCT | (0) — 4 — 16-20 5 — 11-15 6 — 1-10 7 — PERCY |
| 6. Gardener | 75" | 19 | FSIHER | (0) — 4 — 21-30 5 — 16-20 6 — 1-15 7 — FISHER OR FSIHER |
| 7. Rain | 75" | | | 0 2 MSTEAR ABTEMR — 4 — 21-30 5 — 16-20 6 — 1-15 7 — MASTER |
| | | | | 30 |

## 8. BLOCK DESIGN

| Design | Time | Pass-Fail | Score |
|---|---|---|---|
| A. 45" | 1 / 2 | P | (2) — 0 1 |
| B. 45" | 1 / 2 | P | (2) — 0 1 |
| C. 45" | 1 / 2 | P | (2) — 0 1 |
| 1. 75" | 7 | P | 0 — 21-75 4 — 16-20 5 — 11-15 6 — 1-10 (7) |
| 2. 75" | 16 | P | 0 — 21-75 4 — (5) — 11-15 6 — 1-10 7 |
| 3. 75" | 19 | P | 0 — 26-75 4 — 21-45 5 — (6) — 1-15 7 |
| 4. 75" | 20 | P | 0 — 21-75 4 — (5) — 11-15 6 — 1-10 7 |
| 5. 150" | 38 | P | 0 — 66-150 4 — 46-65 5 — (6) — 1-35 7 |
| 6. 150" | 90 | F | (0) — 91-150 4 — 66-90 5 — 36-65 6 — 1-35 7 |
| 7. 150" | 120 | F | (0) — 91-150 4 — 66-90 5 — 36-65 6 — 1-35 7 |
| | | | 35 |

## 9. OBJECT ASSEMBLY

| Object | Time | Score |
|---|---|---|
| Manikin 120" | 13 | 0 1 2 3 — 21-120 4 — 16-20 5 — (11-15 6) — 1-10 7 |
| Horse 180" | 24 | 0 1 2 3 4 5 — 31-180 6 — (21-30 7) — 16-20 8 — 1-15 9 |
| Face 180" | 130 | 0 1 2 3 (4) 5 — 71-180 6 — 46-70 7 — 36-45 8 — 1-35 9 |
| Auto 180" | 44 | 0 1 2 3 4 (5) — 46-180 6 — 31-45 7 — 26-30 8 — 1-25 9 |
| | | 22 |

Notes:

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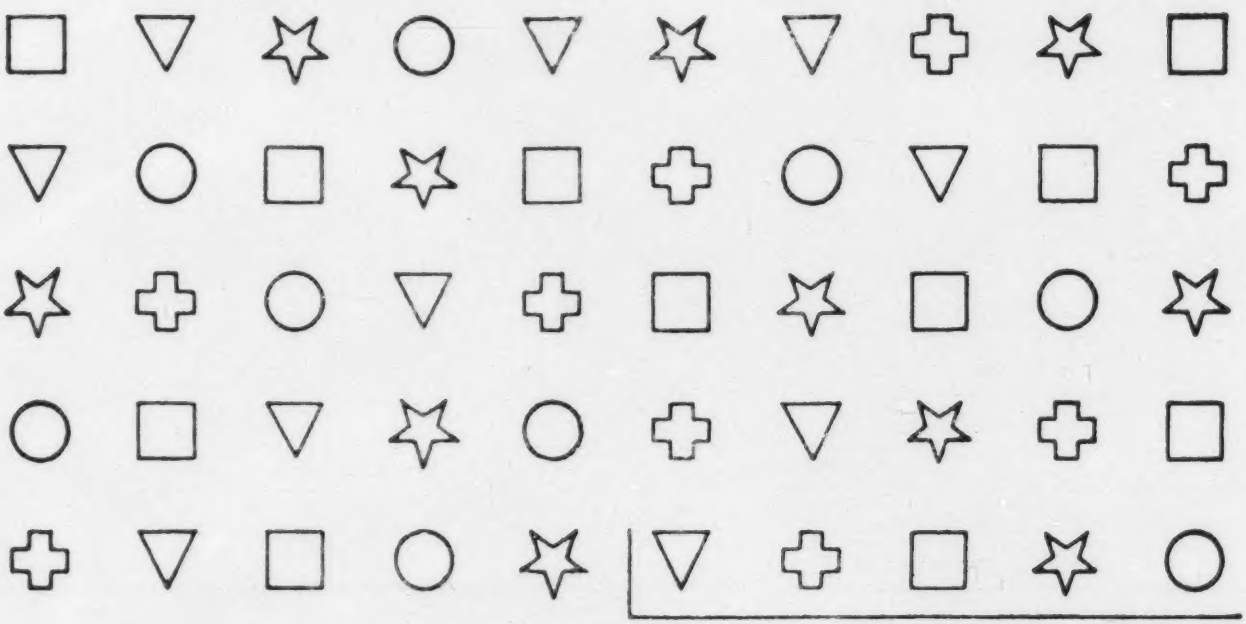

SAMPLE

CODING A
(5-7)

CODING B
(8-15)

SAMPLE

| 2 | 1 | 4 | 6 | 3 | 5 | 2 | 1 | 3 | 4 | 2 | 1 | 3 | 1 | 2 | 3 | 1 | 4 | 2 | 6 | 3 | 1 | 2 | 5 | 1 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| ) | ÷ | ⊢ | ∨ | + | ⌐ | ) | ÷ | + | ⊢ | ) | ÷ | + | ÷ | ) | + | ÷ | ⊢ | ) | ∨ | + | ÷ | ) | ⌐ | ÷ |

| 3 | 1 | 5 | 4 | 2 | 7 | 4 | 6 | 9 | 2 | 5 | 8 | 4 | 7 | 6 | 1 | 8 | 7 | 5 | 4 | 8 | 6 | 9 | 4 | 3 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| + | ÷ | ⌐ | ⊢ | ○ | ○ | ⊢ | ∨ | ⊢ | ) | ⌐ | · | ⊢ | ( | ∨ | ÷ | · | ( | ⌐ | ⊢ | · | ∨ | — | ⊢ | + |

| 1 | 8 | 2 | 9 | 7 | 6 | 2 | 5 | 4 | 7 | 3 | 6 | 8 | 5 | 9 | 4 | 1 | 6 | 8 | 9 | 3 | 7 | 5 | 1 | 4 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | | | | | | | | | | | | | | | | |

| 9 | 1 | 5 | 8 | 7 | 6 | 9 | 7 | 8 | 2 | 4 | 8 | 3 | 5 | 6 | 7 | 1 | 9 | 4 | 3 | 6 | 2 | 7 | 9 | 3 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | | | | | | | | | | | | | | | | |

TIME (120") _____ SCORE (NO. RIGHT) 44



**

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NAME _____ SCHOOL _____ AGE 11-10 GRADE MRI

TESTS ADMINISTERED AND STATISTICAL RESULTS:

✓ Wechsler Intelligence Scale for Children

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___ Wechsler Adult Intelligence Scale

VERBAL IQ 87 %ile 19 PERFORMANCE IQ 100 %ile 50 TOTAL IQ 93 %ile 32

| | | V E R B A L | | | | | | | P E R F O R M A N C E | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | INFORMATION- Memory Cultural background, Remote recall | COMPREHENSION - Common sense, Judgement, Social understanding | ARITHMETIC - Abstract reasoning, Knowledge of numerical operations | SIMILARITIES - Relationship of facts, Verbal concepts, Abstract concepts | VOCABULARY - Abstract ability Verbal expression, Environmental/educational background | DIGIT SPAN - Attention span, Immediate auditory recall | | PIC. COMPLETION - Visual awareness, concentration, discrimination | PIC. ARRANGEMENT - Anticipation, Sequential planning | BLOCK DESIGN - Perception, Motor reproduction, Visual analysis/synthesis | OBJECT ASSEMBLY - Perception, Part-whole relationships, Coordination | CODING - Psycho-motor speed, Ability to concentrate, Persistent effort |
| Very Superior | 17-20 | | | | | | | | | | | | |
| | 16 | | | | | | | | | | | | |
| | 15 | | | | | | | | | | | | |
| Superior | 14 | | | | | | | | | | | | |
| Bright Normal | 13 | | | | | | | | | | | | |
| | 12 | | | | | | | | | | | | |
| Average | 11 | | | | | | | | | | | | |
| | 10 | | | | | | | | | | | | |
| | 9 | | | | | | | | | | | | |
| Dull Normal | 8 | | | | | | | | | | | | |
| | 7 | | | | | | | | | | | | |
| Borderline | 6 | | | | | | | | | | | | |
| Mentally Defective | 5 | | | | | | | | | | | | |
| | 4 | | | | | | | | | | | | |
| | 3 | | | | | | | | | | | | |
| | 2 | | | | | | | | | | | | |
| | 1 | | | | | | | | | | | | |
| | 0 | | | | | | | | | | | | |

✓ Bender-Gestalt: Koppitz Score 6 Age Group Mean Score ____

___ Peabody Picture Vocabulary Test: M.A. ___ I.Q. ___ Percentile ___

___ Draw-A-Person: CA ___ MA ___ IQ ___

✓ Wide Range Achievement Test Actual Grade Placement MRI

Reading Grade 3.5 SS 78 %ile 7

Spelling Grade 3.5 SS 78 %ile 7

Arithmetic Grade 5.0 SS 88 %ile 21

___ The Harris Tests of Lateral Dominance

Hand: ✓ Right ___ Left ___ Incomplete

Eye: ✓ Right ___ Left ___ Incomplete

Foot: ✓ Right ___ Left ___ Incomplete

Knowledge of Left and Right

___ Confused ___ Hesitant ✓ Normal

*

_____

Examining Psychologist

OBSERVATIONS:

[redacted] was friendly and cooperative in a one to one situation and rapport was easily established and maintained throughout the testing situation. Overall, his speech, hearing and vision were also considered adequate for testing.

TEST EVALUATION:

The subject is currently functioning intellectually at the average range of abilities on the nonverbal tasks, at the upper limits of the Dull Normal range on the verbal tasks, and at the lower limits of the average range on the overall tasks. On the verbal tasks moderate variability was revealed with an average age of 9 years 9 months recorded for these tasks. Specifically, [redacted] demonstrated good skill in making mental computations of arithmatic problems and his performance was commensurate with a child 13 years 10 months old. However, [redacted] was slightly limited in his ability to make judgement decisions in a variety of social situations and to recall general knowledge and information that he has accumulated from his everyday experiences. On these tasks [redacted] functioned at the 8 year 2 month and 9 year 10 month level respectively. Moreover, [redacted]'s skills in defining vocabulary words and his ability to compare and to see common features in concrete objects that are seemingly dissimilar in nature was slightly depressed. His performance on this task was associated with a child 8 years 10 months and 10 years 6 months old. Finally, the 7 1/2 year old level was attained in the recall of a series of digits presented orally.

On the nonverbal tasks moderate variability was also noted with an average age of 11 years, 11 months recorded for these tasks. Specifically, [redacted] demonstrated an exceptional skill in the reproduction of three dimensional block designs and a performance resembling a child 14 1/2 years old was attained by [redacted]. However, the 10 1/2 and 12 1/2 year old level was achieved by [redacted] on tasks requiring him to assemble puzzle-like pieces into a meaningful whole and in the arrangement of socially-oriented stimuli into a logical sequence of events. Finally, [redacted]'s performance was slightly below age level on tasks requiring him to make visual identification of familiar objects from his environment and in further differentiating essential from non essential items on those objects and in associating numbers with symbols and then reproducing these symbols. [redacted] functioned at the 10 1/2 to the 11 1/2 year old level on these tasks.

On the Bender Gestalt [redacted] evidenced significant difficulty in visual motor tasks with his performance associated with the second grade level. [redacted]'s errors consisted of distortion of shape, failure to integrate the parts, and rotation of the figures. His general functioning on this task is suggestive of a child with a minimal brain injury.

On the Wide Range Achievement Test [redacted] attained a spelling grade level of 3.5 with a standard score of 78. His spelling skills consisted of writing his name, copying a series of simple geometric designs, and writing numerous one syllable words. Although [redacted] misspelled many of the words he displayed good skill at writing the words according to their sound. Furthermore, a reading grade level of 3.5 was achieved with a standard score of 78. His

TEST EVALUATION Continued:

skills on this section included reading a series of letters of the alphabet and recognizing numerous one syllable words. However, he also demonstrated difficulty with medial and final vowel and consonant sounds on many of the words. Finally, an arithmetic grade level of 5.0 was achieved with a standard score of 88. On the oral section he was able to count 15 dots, read a series of one and two digit numbers, and make mental computations of simple addition and subtraction problems. On the written section Steven was able to work numerous one and two column addition and subtraction problems, work a couple of simple multiplication and division problems, and reduce and subtract simple fractions. Overall, the subject is functioning at a grade level commensurate with his currently reported intellectual abilities.

OBSERVATIONS:

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[redacted] was friendly and cooperative in a one to one situation and rapport was easily established and maintained throughout the testing situation. Overall, his speech, hearing and vision were also considered adequate for testing.

TEST EVALUATION:

The subject is currently functioning intellectually at the average range of abilities on the nonverbal tasks, at the upper limits of the Dull Normal range on the verbal tasks, and at the lower limits of the average range on the overall tasks. On the verbal tasks [redacted] variability was revealed [redacted]. Specifically, [redacted] demonstrated good skill in making mental computations of arithmatic problems and his performance was commensurate with a child 13 years [redacted] months old. [redacted], [redacted] was [redacted] in his ability to make judgement decisions in a variety of social situations and to recall general knowledge and information that he has accumulated from his everyday experiences. On these tasks [redacted] functioned at the 8 year 2 month and [redacted] year 10 month level respectively. Moreover, [redacted]'s skills in defining vocabulary words and his ability to compare and to see common features in concrete objects that are seemingly dissimilar in nature was slightly depressed. His performance on this task was associated with a child [redacted] years [redacted] months and 10 years 6 months old. Finally, the [redacted] year [redacted] level was attained in the recall of a series of digits presented orally.

On the nonverbal tasks moderate variability was also noted. [redacted]. Specifically, [redacted] demonstrated a [redacted] skill in the reproduction of three dimensional block designs and a performance resembling a child [redacted] 1/2 years old was attained. [redacted]. However, the 10 1/2 and 12 1/2 year old level was achieved by [redacted] on tasks requiring him to assemble puzzle-like pieces into a meaningful whole and in the arrangement of socially-oriented stimuli into a logical sequence of events. Finally, [redacted]'s performance was slightly below age level on tasks requiring him to make visual identification of familiar objects from his environment and in further differentiating essential from non essential items on those objects and in associating numbers with symbols and then reproducing these symbols. [redacted] functioned at the 10 1/2 to the [redacted] 1/2 year old level on these tasks.

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TEST EVALUATION Continued:

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In summary, test data indicate that Steven's best mode of learning is likely to be through auditory rather than visual channels. In general he appears to have demonstrated well developed abstract conceptual skills and appropriate reasoning and judgement. Steven seems to be an extremely mature child who is capable of setting his own limits in the classroom and would therefore require little structure and support in most academic areas.

# WISC RECORD FORM

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NAME _____ AGE 11-10 SEX M

ADDRESS _____

PARENT'S NAME _____

SCHOOL _____ GRADE MBI

REFERRED BY _____

| | Year | Month | Day |
|---|---|---|---|
| Date Tested | 70 | 21 | 4 |
| Date of Birth | 59 | 12 | 4 |
| Age | 11 | 10 | 0 |
| | 11-10 | | |

| | Scaled Score | IQ |
|---|---|---|
| Verbal Scale | 40 * | 87 |
| Performance Scale | 50 * | 100 |
| Full Scale | 90 | 93 |

*Prorated if necessary

| | Raw Score | Scaled Score | |
|---|---|---|---|
| VERBAL TESTS | | | (9-9) |
| Information | 12 | 8 | 9-10 |
| Comprehension | 9 | 6 | 8-2 |
| Arithmetic | 12 | 12 | 13-10 |
| Similarities | 9 | 9 | 10-6 |
| Vocabulary | 27 | 6 | 8-10 |
| (Digit Span) | 8 | 7 | 7-6 |
| Sum of Verbal Tests | | 48 | (11-11) |
| PERFORMANCE TESTS | | | |
| Picture Completion | 11 | 9 | 10-6 |
| Picture Arrangement | 30 | 10 | 12-6 |
| Block Design | 35 | 12 | 14-6 |
| Object Assembly | 22 | 9 | 10-6 |
| Coding | 41 | 10 | 11-6 |
| (Mazes) | | | |
| Sum of Performance Tests | | 50 | |

NOTES

_____
Examiner

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| 1. INFORMATION | Score 1 or 0 | | Score 1 or 0 | | Score 1 or 0 |
|---|---|---|---|---|---|
| 1. Ears | 1 | 11. Season—Year S, W, F, S | 1 | 21. Pounds—Ton | |
| 2. Finger | 1 | 12. Color—Rubies RED | 1 | 22. Capital—Greece | |
| 3. Legs | 1 | 13. Sun—Set EAST | 0 | 23. Turpentine | |
| 4. Animal—Milk COW | 1 | 14. Stomach D.N. | 0 | 24. New York—Chicago | |
| 5. Water—Boil HEAT | 1 | 15. Oil—Float D.N. | 0 | 25. Labor Day | |
| 6. Store—Sugar GROCERY | 1 | 16. Romeo—Juliet D.N. | 0 | 26. South Pole | |
| 7. Pennies 5 | 1 | 17. Fourth—July BIRTHDAY | 0 | 27. Barometer | |
| 8. Days—Week 7 | 1 | 18. C.O.D. | | 28. Hieroglyphic | |
| 9. Discoverer—America C.C. | 1 | 19. American—Man | | 29. Genghis Khan | |
| 10. Things—Dozen 12 | | 20. Chile | | 30. Lion | |
| | | | | | 12 |

| 2. COMPREHENSION | Score 2, 1 or 0 |
|---|---|
| 1. Cut—Finger PUT A BANDAID ON IT | 2 |
| 2. Lose—Balls (Dolls) BUY A NEW ONE | 2 |
| 3. Loaf—Bread GO TO ANOTHER STORE | 2 |
| 4. Fight FIGHT HIM BACK | 0 |
| 5. Train—Track YELL AT THEM TO STOP | 1 |
| 6. House—Brick TORNADO WILL BLOW IT DOWN | 1 |
| 7. Criminals ROBBING BANKS & CRIMES | 1 |
| 8. Women—Children D.N. Q: D.N. | 0 |
| 9. Bills—Check THERE ISN'T ENOUGH CASH Q: DN | 0 |
| 10. Charity—Beggar BEGGAR COULD BE A ROBBER | 0 |
| 11. Government—Examinations | |
| 12. Cotton—Fiber | |
| 13. Senators | |
| 14. Promise—Kept | |
| | 9 |

| 3. ARITHMETIC | | | |
|---|---|---|---|
| Problem | Response | Time | Score 1 or 0 |
| 1. 45" | | | 1 |
| 2. 45" | | | 1 |
| 3. 45" | | | 1 |
| 4. 30" | 2 | 1 | 1 |
| 5. 30" | 6 | 1 | 1 |
| 6. 30" | 14 | 1 | 1 |
| 7. 30" | 7 | 1 | 1 |
| 8. 30" | 21* | 3 | 1 |
| 9. 30" | 14 | 5 | 1 |
| 10. 30" | 16 | 13 | 0 |
| 11. 30" | 9 | 5 | 1 |
| 12. 60" | 10* | 8 | 1 |
| 13. 30" | 9 | 12 | 0 |
| 14. 60" | 40* | 16 | 1 |
| 15. 120" | $1.00 | 21 | 0 |
| 16. 120" | $14 | 10 | 0 |
| | | | 12 |



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| 4. SIMILARITIES | Score 1 or 0 |
|---|---|
| 1. Lemons—Sugar<br>SWEET | 1 |
| 2. Walk—Throw<br>ARMS | 1 |
| 3. Boys—Girls<br>LADIES | 1 |
| 4. Knife—Glass<br>OBJECTS | 0 |
| 5. Plum—Peach<br>BOTH HAVE SEEDS<br>Q: D.N. | Score 2, 1 or 0<br>1 |
| 6. Cat—Mouse<br>BOTH ARE ANIMALS | 2 |
| 7. Beer—Wine<br>BOTH ARE LIQUOR | 2 |
| 8. Piano—Violin<br>BOTH ARE INSTRUMENTS | 1 |
| 9. Paper—Coal<br>BOTH COME IN A PACKAGE | 0 |
| 10. Pound—Yard<br>D.N. Q: D.N. | 0 |
| 11. Scissors—Copper Pan<br>D.N Q: D.N | 0 |
| 12. Mountain—Lake | |
| 13. Salt—Water | |
| 14. Liberty—Justice | |
| 15. First—Last | |
| 16. 49—121 | |
| | 9 |

## SUPPLEMENTARY TESTS

### DIGIT SPAN

| Digits Forward | Score (Circle) | Digits Backward | Score (Circle) |
|---|---|---|---|
| 3-8-6 | 3 | 2-5 | 2 |
| 6-1-2 | 3 | 6-3 | 2 |
| 3-4-1-7 | (4) | 5-7-4 | 3 |
| 6-1-5-8 | 4 | 2-5-9 | 3 |
| 8-4-2-3-9 | 5 | 7-2-9-6 | (4) |
| 5-2-1-8-6 | 5 | 8-4-9-3 | 4 |
| 3-8-9-1-7-4 | 6 | 4-1-3-5-7 | 5 |
| 7-9-6-4-8-3 | 6 | 9-7-8-5-2 | 5 |
| 5-1-7-4-2-3-8 | 7 | 1-6-5-2-9-8 | 6 |
| 9-8-5-2-1-6-3 | 7 | 3-6-7-1-9-4 | 6 |
| 1-6-4-5-9-7-6-3 | 8 | 8-5-9-2-3-4-2 | 7 |
| 2-9-7-6-3-1-5-4 | 8 | 4-5-7-9-2-8-1 | 7 |
| 5-3-8-7-1-2-4-6-9 | 9 | 6-9-1-6-3-2-5-8 | 8 |
| 4-2-6-9-1-7-8-3-5 | 9 | 3-1-7-9-5-4-8-2 | 8 |

F 4 + B 4 = 8
Highest numbers circled

### MAZES

| Maze | Max. Errors | Errors | Score |
|---|---|---|---|
| A. 30" | 2 | | 0 1 2 |
| B. 30" | 2 | | 0 1 2 |
| C. 30" | 2 | | 0 1 2 |
| 1. 30" | 3 | | 0 1 2 3 |
| 2. 45" | 3 | | 0 1 2 3 |
| 3. 60" | 5 | | 0 1 2 3 |
| 4. 120" | 6 | | 0 1 2 3 |
| 5. 120" | 8 | | 0 1 2 3 |
| | | | |

Notes:

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| | Score 2 or 0 | 5. VOCABULARY |
|---|---|---|
| 1. Bicycle | 2 | |
| 2. Knife | 2 | You Can Cut things |
| 3. Hat | 2 | What You Wear On Your Head |
| 4. Letter | 2 | What You Write To A Friend |
| 5. Umbrella | 2 | Something To Put Over You In the Rain |
| | Score 2, 1 or 0 | |
| 6. Cushion | 2 | A Pillow Q: You can sit on it or lay on it |
| 7. Nail | 1 | It Hurts Q: Its Sharp - Pointed with a Head |
| 8. Donkey | 2 | An animal with long ears |
| 9. Fur | 2 | Hair Q: Traders Trade Fur |
| 10. Diamond | 1 | It Has 6 sides Q: It Sparkles |
| 11. Join | 1 | Join Boy Scouts Q: Somebody new joins a class |
| 12. Spade | 1 | Its like a clover with a stem |
| 13. Sword | 1 | Something You Fight With in the War |
| 14. Nuisance | 0 | D.N. Q: D.N. |
| 15. Brave | 2 | You are not afraid of snakes |
| 16. Nonsense | 0 | D.N. Q: D.N. |
| 17. Hero | 2 | You Save Somebody |
| 18. Gamble | 1 | You Play Cards Q: In Salons in Las Vegas |
| 19. Nitroglycerine | 0 | D.N. Q: D.N. |
| 20. Microscope | 0 | See stars far away |
| 21. Shilling | 1 | A Dollar in Spanish |
| 22. Fable | 0 | D.N. Q: D.N. |
| 23. Belfry | 0 | D.N. Q: D.N. |
| 24. Espionage | 0 | An astronaut from Russia |
| 25. Stanza | 0 | When You Stand Up |
| 26. Seclude | 0 | D.N. Q: D.N. |
| 27. Spangle | | |
| 28. Hara-Kiri | | |
| 29. Recede | | |
| 30. Affliction | | |
| 31. Ballast | | |
| 32. Catacomb | | |
| 33. Imminent | | |
| 34. Mantis | | |
| 35. Vesper | | |
| 36. Aseptic | | |
| 37. Chattel | | |
| 38. Dilatory | | |
| 39. Flout | | |
| 40. Traduce | | |
| | | |



*

## 6. PICTURE COMPLETION

| | | Score 1 or 0 |
|---|---|---|
| 1. Comb | TEETH | 1 |
| 2. Table | LOG | 1 |
| 3. Fox | EAR | 1 |
| 4. Girl | MOUTH | 1 |
| 5. Cat | FUR | 0 |
| 6. Door | HINGE | 1 |
| 7. Hand | F. N. | 1 |
| 8. Card | / SPADE | 1 |
| 9. Scissors | NUT | 1 |
| 10. Coat | B. HOLES | 1 |
| 11. Fish | SKIN | 0 |
| 12. Screw | GROOVE | 1 |
| 13. Fly | SKIN | 0 |
| 14. Rooster | SKIN | 0 |
| 15. Profile | NOTHING | 0 |
| 16. Thermometer | MERCURY | 1 |
| 17. Hat | B. HOLE | 0 |
| 18. Umbrella | LEATHER | 0 |
| 19. Cow | NOTHING | 0 |
| 20. House | GLASS | 0 |
| | | 11 |

## 7. PICTURE ARRANGEMENT

| Arrangement | | Time | Order | Score |
|---|---|---|---|---|
| A. Dog | 75" | 1/2 | | 0 / 1 ABC / (2) ABC |
| B. Mother | 75" | | | 0 / 1 OTT / (2) TOT |
| C. Train | 60" | | | 0 / 1 IR ON / (2) TRAIN |
| D. Scale | 45" | | | 0 / (2) ABC |
| (Fight) | | | | |
| 1. Fire | 45" | 12 | FIRE | 0 / 4 / (5) / 6-10 / 1-5 — FIRE |
| 2. Burglar | 45" | 9 | THUG | 0 / 4 / 11-15 5 / (6) / 1-5 7 — THUG |
| 3. Farmer | 45" | 6 | ORST | 0 / 4 / 11-15 5 / (6) / 1-5 7 — ORST OR SORT |
| 4. Picnic | 45" | 12 | EFHG | 0 / 4 / (5) / 6-10 / 1-5 7 — EFGH OR EFHG |
| 5. Sleeper | 60" | 11 | EPRCY | (0) / 4 / 16-20 5 / 11-15 6 / 1-10 7 — PERCY |
| 6. Gardener | 75" | 19 | FSHIER | (0) / 4 / 21-30 5 / 16-20 6 / 1-15 7 — FISHER OR FSHNER |
| 7. Rain | 75" | | | 0 / 2 MBTEAR ASTEMR / 4 / 21-30 5 / 16-20 6 / 1-15 7 — MASTER |

30

## 8. BLOCK DESIGN

| Design | Time | Pass-Fail | Score |
|---|---|---|---|
| A. 45" | 1/2 | P | (2) / 0 1 |
| B. 45" | 1/2 | P | (2) / 0 1 |
| C. 45" | 1/2 3 | P | (2) / 0 1 |
| 1. 75" | 7 | P | 0 / 21-75 4 / 16-20 5 / 11-15 6 / (7) |
| 2. 75" | 16 | P | 0 / 21-75 4 / (5) / 11-15 6 / 1-10 7 |
| 3. 75" | 19 | P | 0 / 26-75 4 / 21-25 5 / (6) / 1-15 7 |
| 4. 75" | 20 | P | 0 / 21-75 4 / (5) / 11-15 6 / 1-10 7 |
| 5. 150" | 38 | P | 0 / 56-150 4 / 46-55 5 / (6) / 1-35 7 |
| 6. 150" | 90 | F | (0) / 81-150 4 / 66-80 5 / 56-65 6 / 1-55 7 |
| 7. 150" | 120 | F | (0) / 81-150 4 / 66-80 5 / 56-65 6 / 1-55 7 |

35

## 9. OBJECT ASSEMBLY

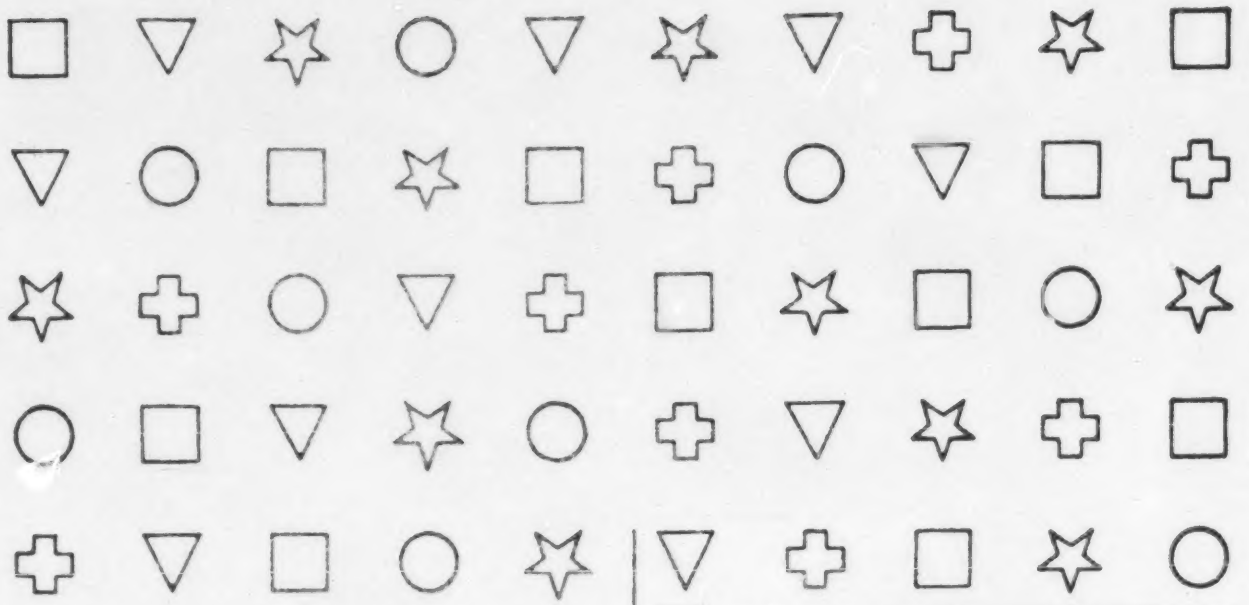
| Object | Time | Score |
|---|---|---|
| Manikin 120" | 13 | 0 1 2 3 / 21-120 4 / 16-20 5 / (6) / 1-10 7 |
| Horse 180" | P 24 | 0 1 2 3 4 5 / 31-180 6 / (7) / 16-20 8 / 1-15 9 |
| Face 180" | 1-7 WRONG 180 | 0 1 2 3 / (4) / 5 / 71-180 6 / 46-70 7 / 26-45 8 / 1-25 9 |
| Auto 180" | poor INV. 44 | 0 1 2 3 4 / (5) / 46-180 6 / 31-45 7 / 26-30 8 / 1-25 9 |

22

Notes:

VERY FRIENDLY - QUITE ACTIVE - EASILY DISTRACTED

BEST COPY AVAILABLE



SAMPLE

CODING A
(5-7)

CODING B
(8-15)

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
|---|---|---|---|---|---|---|---|---|
| ÷ | ) | + | ⊢ | ⅂ | V | ( | - | ⊣ |

SAMPLE

| 2 | 1 | 4 | 6 | 3 | 5 | 2 | 1 | 3 | 4 | 2 | 1 | 3 | 1 | 2 | 3 | 1 | 4 | 2 | 6 | 3 | 1 | 2 | 5 | 1 |
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| 3 | 1 | 5 | 4 | 2 | 7 | 4 | 6 | 9 | 2 | 5 | 8 | 4 | 7 | 6 | 1 | 8 | 7 | 5 | 4 | 8 | 6 | 9 | 4 | 3 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| + | ÷ | ⅂ | ⊢ | ✗ | ○ | ⊢ | V | ⊣ | ) | ⅂ | - | ⊢ | ( | V | ÷ | - | ( | ⅂ | ⊣ | ÷ | V | ⊣ | ⊢ | + |

| 1 | 8 | 2 | 9 | 7 | 6 | 2 | 5 | 4 | 7 | 3 | 6 | 8 | 5 | 9 | 4 | 1 | 6 | 8 | 9 | 3 | 7 | 5 | 1 | 4 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | | | | | | | | | | | | | | | | |

| 9 | 1 | 5 | 8 | 7 | 6 | 9 | 7 | 8 | 2 | 4 | 8 | 3 | 5 | 6 | 7 | 1 | 9 | 4 | 3 | 6 | 2 | 7 | 9 | 3 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | | | | | | | | | | | | | | | | |

TIME (120") 120 SCORE (NO. RIGHT) 41

BEST COPY AVAILABLE



SAMPLE

CODING A
(5-7)



CODING B
(8-15)




SAMPLE

| 2 | 1 | 4 | 6 | 3 | 5 | 2 | 1 | 3 | 4 | 2 | 1 | 3 | 1 | 2 | 3 | 1 | 4 | 2 | 6 | 3 | 1 | 2 | 5 | 1 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
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|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
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| 1 | 8 | 2 | 9 | 7 | 6 | 2 | 5 | 4 | 7 | 3 | 6 | 8 | 5 | 9 | 4 | 1 | 6 | 8 | 9 | 3 | 7 | 5 | 1 | 4 |
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| 9 | 1 | 5 | 8 | 7 | 6 | 9 | 7 | 8 | 2 | 4 | 8 | 3 | 5 | 6 | 7 | 1 | 9 | 4 | 3 | 6 | 2 | 7 | 9 | 3 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | | | | | | | | | | | | | | | | |

TIME (120") 120 SCORE (NO. RIGHT) 41